DOCUMENT RESUME

ED 023 947 AC 002 435

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Leadership in Community Development.

Colorado State Univ., Ft. Collins.
Pub Date Jun 68
Note-81p.; M. Ed. Thesis.
EDRS Price MF-$0.50 HC-$4.15
Descriptors-*Community Development, *Community Leaders, *Extension Agents, Group Discussion, Human Resources, Individual Characteristics, Information Sources, Leadership, Masters Theses, *Problem Solving, Questionnaires, *Role Perception

A study was made to determine client system leadership expectations in individual and group problem situations. A questionnaire was developed, and validated by a panel, which asked respondents to rank three solution approach alternatives for individual and group problems--individual, group or key person nature. It was mailed to 190 community leaders in northeastern Colorado who had been selected to attend meetings on social action. The Friedman two-way analysis of variance was used to determine if there were significant differences among solution approaches for both individual and group problem situations. Respondents selected the group problem solving approach for individual problems and the key person approach for group problems; both were significant at the .001 level of confidence. Data were also analyzed for age, sex, level of education, occupation, and acquaintance with the Extension staff to determine if these variables were correlated with respondents' expectations. When individual problems were considered, personal factor variables correlated with the group approach; for group problem situations, the key person approach was ranked first. It was concluded that client system leadership does not hold the "service" expectation stereotype of Extension workers; rather community leaders challenge the Extension worker to use more group and key person orientation. (author/eb)

Leadership in Community Development

EDO 23947

Robert G. Hughes

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THESIS

LEADERSHIP IN COMMUNITY DEVELOPMENT

Submitted by

Robert G. Hughes

In partial fulfillment of the requirements

for the Degree of Master of Education

Colorado State University

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WE HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER OUR SUPERVISION BY ROBERT G. HUGHES ENTITLED LEADERSHIP IN COMMUNITY DEVELOPMENT BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

Committee on Graduate Work

Advisor	Head of Department

Examination Satisfactory

Committee on Final Examination

	Advisor

Permission to publish this thesis or any part of it must be obtained from the Dean of the Graduate School

ABSTRACT OF THESIS

LEADERSHIP IN COMMUNITY DEVELOPMENT

Focus of this study was the determination of client system leadership expectations in individual and group problem situations. A questionnaire was developed and validated by a panel which asked respondents to rank three solution approach alternatives for individual and group problem situations. Problem solution alternatives suggested for each of the problem situations were of an individual, group, or key person nature.

The questionnaires were mailed to 190 community leaders selected to attend a "Speak Out" series of meetings in the northeastern Colorado counties of Larimer, Morgan, Logan, Weld, and Sedgwick. One hundred fifty-four, or 81 percent, of the respondents completed and returned questionnaires.

The Friedman two-way analysis of variance was used to determine if there were significant differences among solution approaches for both individual and group problem situations. The respondents selected the group problem solving approach for individual problem situations and the key person approach for group problem situations. Both were significant at the .001 level of confidence.

The data were also analyzed for respondent age, sex, level of education, occupation, and degree of acquaintance with the Extension staff to determine whether these variables were correlated with respondents' expectations. When individual problems were considered,

all five personal factor variables correlated with the group approach. However, younger respondents tended to rank the individual approach second, while older respondents ranked the key person approach second. Persons on farms, as well as all males, rated the individual approach second, while non-farm and women ranked the individual and key person approaches equal.

All educational levels selected the group approach, with the individual approach second and key person approach third, except those respondents with more than four years of college. The highest education category ranked the group and key person approaches exactly even. No differences among categories were found when agent acquaintance was considered.

When group problem situations were offered, the same pattern was observed for all five personal categories. The key person approach was ranked first, followed by group and individual approaches respectively.

The writer concluded that client system leadership does not hold the "service" expectation stereotype of Extension workers. Rather, community leaders challenge the professional training of the Extension worker to be more sophisticated in his educational approach by using more group and key person orientation. Thirty percent of the respondents also suggested that Extension agents could use more mass media, particularly radio, television, and newspaper, in their educational program.

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June, 1968

AUTOBIOGRAPHY

The writer was born December 28, 1933, at Bismarck, North Dakota, the son of Mr. and Mrs. George Hughes. In 1951, he graduated from high school at Steele, North Dakota. That fall, he enrolled at North Dakota State University, graduating in 1955 with a Bachelor of Science degree in Agricultural Education.

Upon graduation, he was employed for nine months by the North Dakota Cooperative Extension Service at LaMoure and Finley, North Dakota. Following three years as a jet pilot in the United States Air Force, the writer returned to the North Dakota Extension Service, and was employed at Grand Forks as assistant agent for fifteen months. In April, 1960, he was transferred to Ellendale, Dickey County, where he is currently employed as Extension agent.

In 1954, he married Clarice Edwards. They have two children--Karen and Richard.

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to Dr. Denzil O. Clegg, Associate Professor of Education; Dan Hilleman, Office of Continuing Education; and Professor F. Floyd Shoemaker, Department of Technical Journalism, without whose patient guidance this study would not have been possible. Recognition is also due to Mr. Thomas Lyons, whose assistance and knowledge of statistics was of immense help in analyzing the data.

A special thanks to other members of the Office of Continuing Education and 1967-1968 Extension Education graduate students for their assistance.

Further acknowledgement is extended to the North Dakota Cooperative Extension Service for granting the writer sabbatical leave, making it possible for him to attend graduate school at Colorado State University.

To his wife, Clarice, and family, this writer is deeply indebted and grateful for their assistance and patience in this endeavor.

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CHAPTER I

INTRODUCTION

What are the client system leadership role expectations for the Extension worker in community development? How do community development leadership role expectations compare to traditional role expectations? These and other related questions provide the basis for this study.

The available resources of any community are both natural and human. The "progressive" community is one that is fully utilizing its human and natural resources to the extent the people desire. Social and economic forces are at work in the communities, however, and are creating imbalances in resources.

People are leaving the rural communities and crowding into urban areas; cities are sprawling across the countryside; public demands for water, education, recreation, and jobs are continually increasing and are contributing to the unrest in communities.

Community development programs that attempt to solve these and other problems are increasing throughout the nation. However, meaningful development programs necessitate research, planning, and action designed to bring about change. Effective leadership to carry out the research, planning, and action programs, comes from private, public, and government sources. Basically, however, leadership must evolve from local communities, as each community has unique problems which it is trying to solve. Local leaders find that they need help in

problem solving because of lack of time, manpower, know-how, and finances. As a result, Land Grant Universities are increasing their outreach efforts in the broad area of "community resource development."

Colorado State University has begun to record some tangible initial success in developing pilot project community readiness programs for social and economic activities. Programs (meetings, seminars, etc.) have moved some communities to successful recognition (awareness) of local and area problems, but a large gap remains between this recognition and action-oriented solutions.

In other words, getting people excited and to the brink of action without full understanding of the problem and ability to carry through the solution of the problem results in frustrations for the people and the university..

Rationale

When an Extension agent assumes a county position, he usually brings to it an agricultural background and training in a specialized agricultural field. King and Brown (1966) suggest that with this background and training, "agents commonly have internalized attitudes and values which are common to rural people (p.174)." Thus, the way agents interpret their roles is determined to a large extent by their rural attitudes and values.

Extension agents have a reputation for being experts in the agricultural field. They often feel inadequate in the development area, however, because of lack of training and experience. In addition, the agriculturally related agent reference groups that influence role behavior are of limited value in the developement area.

Thus, King and Brown say,"The agent often feels inadequate and out of place, partially because his role in this kind of endeavor is largely of his own making (p.176)." Another retarding factor is that the general public usually views the Extension agent as a "service" worker rather than an educator. Typical is the study by Griffith (1961) in which formula feed operators in Kansas perceived "the Extension Service as a service agency rather than as an educational institution (p.374)." The respondents indicated they felt the Kansas Extension Service should provide specific answers to farmers problems; provide specific information on farm and home problems: and provide information directly. Griffith also found feed operators were satisfied with the Extension program and qualifications of Extension agents. It is interesting to note, however, that nine out of ten felt that agricultural agents should be trained as generalists. Thus, even though Kansas feed dealers perceived the Extension Service as a "service" rather than educational agency, they suggested that job training needs were changing.

Changing training needs would indicate a changing future for the Extension Service even in traditional areas. The Kansas feed dealers were probably agreeing with Rovetch (1960) when he depicted three levels of Extension's future potential (See Table 1).

Rovetch suggests that the traditional agricultural subject matter programs will be continued with only minor changes in approach. Increased activity in broad social economic adjustment and development, as well as incorporating a truly adult education program into on-going activities, is a departure from tradition.

Table 1

The Three Levels of Extension's Future Potential

	Subject Matter	Method	Relation to Other Agencies*	Relation to Cooperative Extensions Tradition
1.	Agriculture	Technological services designed for individual farm units, with increasing emphasis on management, consultation and written rather than "demonstration" communication	Virtually independent	Minor adaptations called for within tradition
2.	Broad social economic adjustment and development	Education and service to assist the political process and management of change in society as distinct from change of practice in the individual farm unit	Coordinate resources and administer in close cooperation with other agencies on equal basis	Sharp departure in several respects from tradition
3.	Adult education	Increasing emphasis on education and teaching methods appropriate to content at a college level	Administrative subsidiary of substantive agencies	Total departure from tradition

*Includes all divisions and departments of the land grant institution, other state institutions of higher education, and all other appropriate agencies and institutions (Rovetch, 1960, p. 226).

While the writer does not disagree that the three levels are Extension's future potential, how one achieves all levels without sacrificing one level is unclear. The potential for added staff, especially in rural counties, is not promising. Thus, the approach to the traditional, as well as added program areas, will have to be new.

If the "service" image of Extension, as found in the Griffith (1961) study is typical, then it will be impossible to extend the present staff without client system expectation changes. It is a physical impossibility for an agent to provide individual "service," along with total community education and adult education.

Rogers (1962) defines a change agent as a "professional person who attempts to influence adoption decisions in a direction that he feels is desirable (p. 254)." Rogers further suggests that "the change agent functions as a communication link between two social systems (p. 255)." The linkage is illustrated in Figure 1.

Fig. 1, Change Agent Linkage Between Professional System and Client System (Rogers, 1962, p. 255.)

Lippitt, Watson, and Westley's (1958) study of change agent-client relationship pointed out that many change agents were concerned about the dependency aspects of the relationship. In working with individuals or groups, the emotional theme that the change agent and client system bring to the problem solving process is very important. If the client system has been unsuccessful in handling a problem, the clients may hold very strong hopes that the change agent can do it for them. If the change agent solves the problem, the initial motivation for dependency has been created. The same dependency relationship can develop in working with individual problems, which would be carried by the individuals into a group or community development process. The alternative, as described by Lippitt and his associates, is to train clients on the techniques of problem solving so that knowledge can be properly applied. The proper approach may be as

Koch (1967) describes, "the skill lies essentially in the ability of the consultant to relate his knowledge to the needs of the client in such a way that the knowledge, in the end, becomes the client's (p 236)."

A major barrier to group or community educational efforts may well be the dependency created by the individual "service" type educational approach. The "service" approach could be compared to the consultant who takes over the problem, rather than helping the client make his own diagnosis. The self-diagnosis approach encourages the development of attitudes essential to the growth of responsible leadership. Smith and McKinley (1955) suggest that as a sense of responsibility and understanding of relationships is broadened, the individual, over a period of time, personally relates himself to progressively larger groups. Smith and McKinley further describe the process as a series of concentric circles (See Figure 2) with the individual at the center, who gradually gets outside himself, first in small local groups, then into larger areas of which the last is the community.

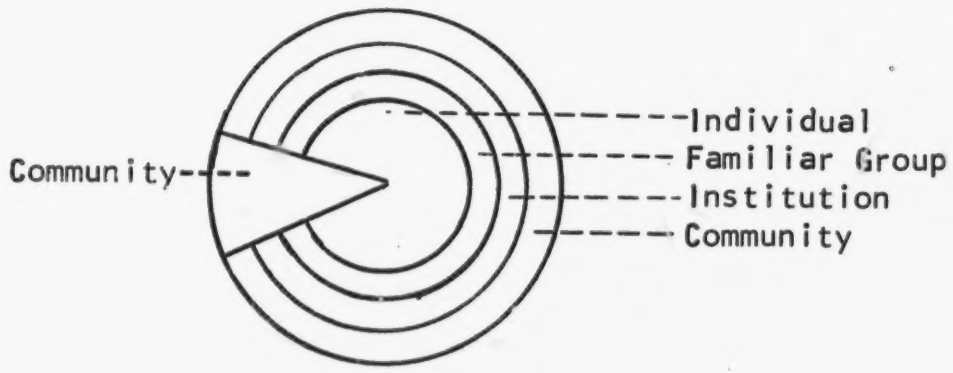

Fig. 2. Individual to Community Process of Self Development (Smith and McKinley, 1955, p. 30)

In viewing Figure 2, one can suggest that the community does not confine itself to any one individual or group, but rather cuts across every circle. Thus, as Smith and McKinley suggest, one approach to community development is to develop leadership in individuals through studying and solving community problems.

The individual or client system process of "getting outside themselves" just described is a series of slow conditioned responses with reinforcement or learning. The members of a client system are playing a role, just as is the Extension agent, in the tasks or activities they deem important. Biddle and Thomas (1966) say to simply define a role by a title or position is insufficient. The role must be defined by position or subject and related to a particular behavior. The behavior may be community norms, significant reference groups, standards, and others.

An important study in this regard is the Preiss (1955) study of relevant power and authority groups in evaluating Extension agent performance. Preiss found that agents who were most "successful"

were those who followed the client system expectations most closely. Conversely, "unsuccessful" agents were those that ignored client system expectations and developed their own program. "Successful" and "unsuccessful" agents were rated by the Michigan Cooperative Extension Service.

Following King and Brown's (1966) notion that agriculturally oriented Extension agents have certain attitudes and values which determine how they interpret their role, one should also consider Smith and McKinley's (1955) description of a client system process. If both the Extension agent and the client relate themselves to a particular bahavior set, then properly interpreting this behavior set may be the first step in initiating a change program for either the agent or the client system.

The present study was designed to determine the client system leadership expectations for the Extension agent in community development. The population was unique in that respondents were selected from a population who participated in a "Speak Out" series of meetings conducted by Colorado State University in 1966. The participants were asked to respond to various questions which dealt with individual and group problem situations. One situation followed a fairly traditional program area in which the problems posed were of an individual nature. These individual problems were such that the respondent could easily identify with them and provided the entry to the second set of problem situations which were of a group or community nature. To both the group and individual problem situations, respondents were asked to provide a ranking of the problem solution alternatives offered.

The three problem solution alternatives offered were categorized as individual, group, or key person approaches as described by Kelsey and Hearne (1963). The individual approach is where the Extension agent provides information directly to a person or organization. The individual approach included a telephone call, office call, farm and home visit, or placing data directly in the hands of an organization. The group approach included holding special interest or general meetings on a topic. It also included working with a total organization or committee in obtaining data needed for an action program. The third educational approach alternative was termed the key person or "multiplier." In this context, the information or leadership talents of the Extension agent is transferred to key community people. The key people then deal with the total community in their special interest areas. An example of the "multiplier effect" is the Extension agent transfer of research information in a workable manner to local chemical or fertilizer dealers. The dealers utilize the information in their daily customer contacts. The "multiplier" approach also is the transfer of leadership and problem solving ability to organizational or committee leaders.

The study was not an attempt to dichotomize people's problems into those of an individual or group nature. It was not an attempt to suggest that the three approaches to the problem solution be separated. Rather, the rationale suggested that the client system orientation or expectations were important dimensions to measure in an educational endeavor. Thus, the two problem situations and three solution alternatives were constructed to describe client system expectations.

The literature cited tends to support the hypothesis that community leaders expect the Extension agent to follow the indivdual or service educational approach. However, Albright's (1967) study of a similar population found that the "Speak Out" series of meetings were effective in increasing social action knowledge of the participants. Thus, one would expect "Speak Out" respondents to be less service oriented and to have a broader view of the Extension program.

Since there was not enough literature support to postulate a directional hypothesis and no other empirical evidence was found upon which a hypothesis could be formulated, the following null hypotheses were tested:

> Hypothesis No. 1--Clients' individual problem solving expectations will not be significantly more individual, group, or key person oriented.
>
> Hypothesis No. 2--Clients' group problem solving expectations will not be significantly more individual, group, or key person oriented.

CHAPTER II

REVIEW OF LITERATURE

The Community Defined

The problem of correctly defining a "community" for group action has long plagued sociologists, economists, and others. Even though an exact definition is difficult, recent social and economic factors dictate that the community is changing.

Moe (1963) suggests that a community is a social system in transition. "The system itself emerges out of the interaction of people within their culture as they attempt to achieve, in living, ends that are important to them (p. 7)."

However, Fox and Kumar (1966 would rather describe a community as a "functional economic area," although the political and statistical creations of man make it difficult for people to recognize the community's existence. An example is census data based on county lines when partial county or overlapping county data is needed.

The traditional community does not appear to have lost all its meaning when Moe (1963) further argues that a community possesses a degree of unity or cohesion. "It develops boundaries which are important to itself in both social and physical senses, it reacts to external pressures, and it exists in time and space dimensions (p. 7)."

To outline the physical boundaries of a community may not be as important as the recognition that a social system is at work. People in all communities are attempting to maximize their resource potential and achieve their personal and group goals. However, Moe (1963) points out that attaining a resonable degree of integration is one of the key problems of every community today. The problem of integration is two fold: (1) making the optimum use of resources within the community to achieve its ends, and (2) achieving integration or maximum use of resources represented in the community, but which lie in part outside the community.

Thus, the community is undergoing functional change in terms of increased demand for goods and services. Change can also be attributed to different values or goals, or in processes such as decision-making and communication. Kelsey and Hearne (1963) suggest that "the word community is no longer a grouping of houses, stores, churches and a school (p. 166)." As school, water, fire, and other districts become larger, people's interests, needs, and resources also become larger. Many larger communities have systematically made changes that contribute to the ecomomic and social well-being of the people. The changes have not been by chance, but by planned group action.

The ECOP report on community development suggests "it is a process whereby those in the community arrive at a group decision and take actions to enhance the social and economic well being of the community (Wallace, 1968, p. 1)." This definition clearly points out

that the process is people centered, involving their social and economic problems or opportunities.

Hunters's (1959) power actor studies on a state and national level determined that one could think of a nation as a rather big community. A metropolitan area is also a large area for group action, if one thinks of it as a whole. But if one isolates the factors that need to be studied, the concept of community is manageable enough. Thus, for purposes of this study, let the project under consideration define the community, rather than try to place any geographical limit in the development work.

The Community Development Process

Since the principal community development role for the Extension Service is educational, what is the process through which educational efforts evolve? If the definition of community development is unclear, a description of the community development process is even more difficult. Many writers have described the process, but the definition used in this study is suggested in Figure 3 from Rogers and Shoemaker's (1968, in press) paradigm.

1. STIMULATION of interest in the need for the new idea (by stimulators)
2. INITIATION of the new idea in the social system (by initiators)
3. LEGITIMATION of the idea (by power-holders or legitimizers)
4. DECISION to act (by members of the social system)
5. ACTION or execution of the new idea

Fig. 3. Paradigm of the Collective Innovation Decision-Making Process (Rogers and Shoemaker, 1968, in press p. 11.)

The five step collective innovation decision-making process has mainly evolved from research on community decision-making. The model suggests that the Extension agent has a role in the stimulation and initiation stages, but not legitimation.

Group action or planned change is the process by which "development" can take place in a community. Community development involves research, planning, and action designed to bring about change. Moe (1963) suggests three concepts are helpful in conceptualizing and analyzing programs of planned change. The first concept is that there is some type of voluntary relationship between certain individuals and groups in the community as a whole and a person in a helping role. The person in the helping role is essentially a consultant or change agent and is oriented to people, their problems, and their goals. The third concept regarding programs of change is the client system that is attempting to change. But the basic question is, who is the client system? Is it the community as a whole, and if so, who defines it? The important point is that the client be clearly identified.

Moe's conceptual approach to community development closely resembles Lippitt's (1959) definition of a consultant. Lippitt says that consultation is a voluntary relationship between client system and helper in which there is communication and expectations. He also indicates that help is of the kind that enables someone else to function. The helping relationship is temporary and leads to client system problem solving.

Koch (1967) provides eight suggestions for establishing a proper consultant-client system relationship when he states that

a consultant should:

1. Help with the problem, not take it over
2. Begin by establishing a frank, straight forward relationship
3. Communicate a concern about the problem
4. Speak in terms that the client can understand
5. Help the client identify the real problems
6. Help the client see alternatives and the consequences of them
7. Establish a relationship which suggests that both the client and consultant have something to offer each other
8. Give of yourself (p. 204, 235, 236)

The insight provided by Moe (1963), Lippitt (1959), and Koch (1967) may be especially helpful to the educator who finds himself in the typical community development three-way relationship. Where does his loyalty lie? In the consultant relationship described, both the educator and the agency are part of and loyal to the client system. Thus, the concern should be to help the clients meet their objectives which in turn should be the educational agency objectives.

Community Development Role Definition

Community resource development is receiving increased emphasis by both private and political groups, as well as the Land Grant Universities. The decision has been made at the federal level that resource development shall receive increased activity by the Cooperative Extension Service. Congressmen and farm organization leaders also suggest that the Extension Service may be required to accept increasing responsibilities in the development of social and economic programs in rural areas.

But Rivers, Yuetter, and Myers (1966) ask: "Is there a role for Cooperative or Agricultural Extension in community and resource development (p.121)?" Most studies quickly point out that it is the

community's job to provide the leadership and make the development decisions. However, communities have paid both private and public agencies for assistance in developing a plan of action, while the Extension Service offers its services free to obtain similar results.

Once it is affirmed that there is a role for the Extension Service in community resource development, what are its limits and bounds? King and Brown (1966) suggest that Extension agents are hesitant to get involved in resource development work because they are either not adequately trained or they cannot assess public support or lack of support.

Powers (1967) argues that the alert Extension worker can determine this support when he says that key people in every social system influence the actions and decisions of others in that system. Thus, key leaders must be and are involved in community activities. But the activities are of a group nature, instead of individual, and the Extension worker must learn to relate to this process.

Educational Leadership Role Definition

Janitors, Extension agents, parents, classroom teachers, and others have long sought to determine their major task functions and how they relate themselves to other persons, groups, or agencies performing these functions. Determining this relationship becomes increasingly difficult as our society becomes more complex. In place of family and close friends or other primary groups helping to determine the relationship, our broader interpersonal communications, coupled with a mass media exposure, tend to increase the complexity of the problem.

A proper or reasonable definition of this relationship is most important to the individual occupying any professional or social position. As an individual, he has basic needs and expectations that he must fulfill for inner satisfaction. Properly defining the "role" for the individual tends to decrease insecurity because he knows what is expected of him.

Man, like all other animals, can act differently at certain times and in specific circumstances. These different actions can vary due to cultural differences, personal experience, and many other factors, including his relation to the task and what is expected of him. Historically, it has become obvious that, as an actor on a stage, man can act and behave in a complex variety of ways in response to his own desires and demands of others.

In his review of role, Scott (1962) indicates the term has three connotations (See Figure 4). The different interpretations stem from the particular behavioral science background of the writer. A sociologist, according to Scott, would "approach roles as something outside the individual (p. 104)." In this context, role would be considered as a set of social pressures which direct and support the individual in his actions.

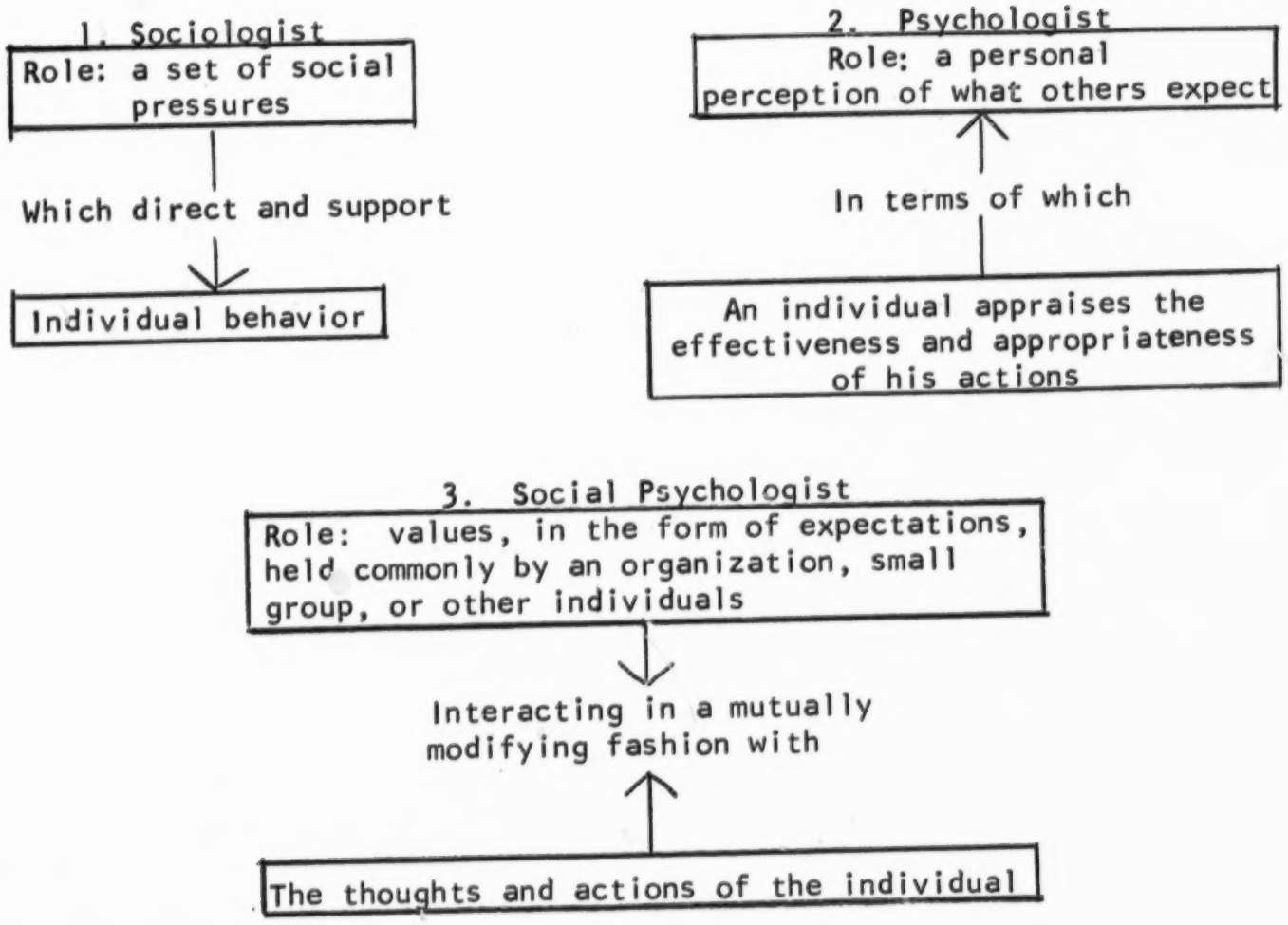
1. Sociologist
Role: a set of social pressures
Which direct and support
Individual behavior
2. Psychologist
Role: a personal perception of what others expect
In terms of which
An individual appraises the effectiveness and appropriateness of his actions
3. Social Psychologist
Role: values, in the form of expectations, held commonly by an organization, small group, or other individuals
Interacting in a mutually modifying fashion with
The thoughts and actions of the individual

Fig. 4. Three Views of Role (Scott, 1962, p. 106.)

A social scientist, with a psychological background, would look upon role as "the individual's conception of the part he plays in an organization (p. 104)." The personalized conceptualization can thus be compared to the third view of role as seen by the currently popular social psychologist. The social psychologist says that the "concept of role concerns the thoughts and actions of individuals, and at the same time, it points up the influence upon the individual of socially patterned demands and standardizing forces (p. 104)." In this context, a person in a position must sense the values of the

position and modify his behavior accordingly. Scott also says that the individual can modify the expectations of the group. The process results in a fusion which changes both the group and the individual.

In viewing role, the social psychologists, Biddle and Thomas (1966), say, however, that the part an actor portrays on a stage is determined by a script, the director, performance of fellow actors, and audience reaction. This degree of control on the stage, while not complete, is more stringent than a role in a real life situation. Biddle and Thomas relate it in this manner:

> The social 'script' may be as constraining as that of a play, but it frequently allows more options; the 'director' is often present in real life as a supervisor, parent, teacher, or coach; the 'audience' in life consists of all those who observe the position member's behavior; the position member's 'performance' in life, as in the play, is attributable to his familiarity with the 'part,' his personality, and personal history, in general, and more significantly to the 'script' which others define in so many ways (p.4).

The Definition of Role

Social scientists have for years attempted to define the term "role." To list all of the attempted definitions would be confusing; however, several may be helpful. As originally suggested by Linton (1936), it is possible to confine the definition of role to those behaviors associated with a position and that of postion to those persons who exhibit a role. Thus, to define role by position suggests that people do not behave in a random manner, but rather their behavior is influenced to some extent by their own expectations and those of a reference group.

Other writers argue, however, that Linton's definition is too restrictive because it does not allow role definition to be applied to behaviors not associated with positions. As pointed out by Gross, Mason, and McEachern (1958) "Whether a particular expectation is assigned to an individual depends on his identity (p. 18)." Whether a person is identified as a mother or father, Extension agent or policeman, salesclerk or janitor, a member of one social system or another, does make a difference on the role expectations held for him, according to Gross and his associates.

Thus, Emmerich (1966) defined a role concept "as the descrimination of a particular position on a specific behavioral dimension (p. 362)." Emmerich's definition merits elaboration because it is basic to the approach used in this discussion. The definition is derived principally from the Person-Behavior Matrix proposed by Biddle and Thomas (1966) and shown in Figure 5.

In this conceptual structure, the subject set consists either of individuals or of aggregates of subjects falling into two or more categories for persons. They may be individuals or aggregates, behaviors or targets, males or females, employers or employees, and so forth. The behavioral class set consists of a group of content units that correspond to some particular type of behavior. Each behavioral class is a category that brings together some specific individual behaviors. Thus, the behavioral class set might be the content areas of prescriptions (standards), descriptions (role conceptions), evaluations (norms), actions (performance), or sanctions (norm system) either in overt or covert form. The important

consideration when dealing with the matrix is that a clear criteron be entered for both the behavioral (C_1 C_2 C_3) and subject class sets (P_1 P_2 P_3). B_{11}, B_{12} etc. are definitions which the various subjects may select.

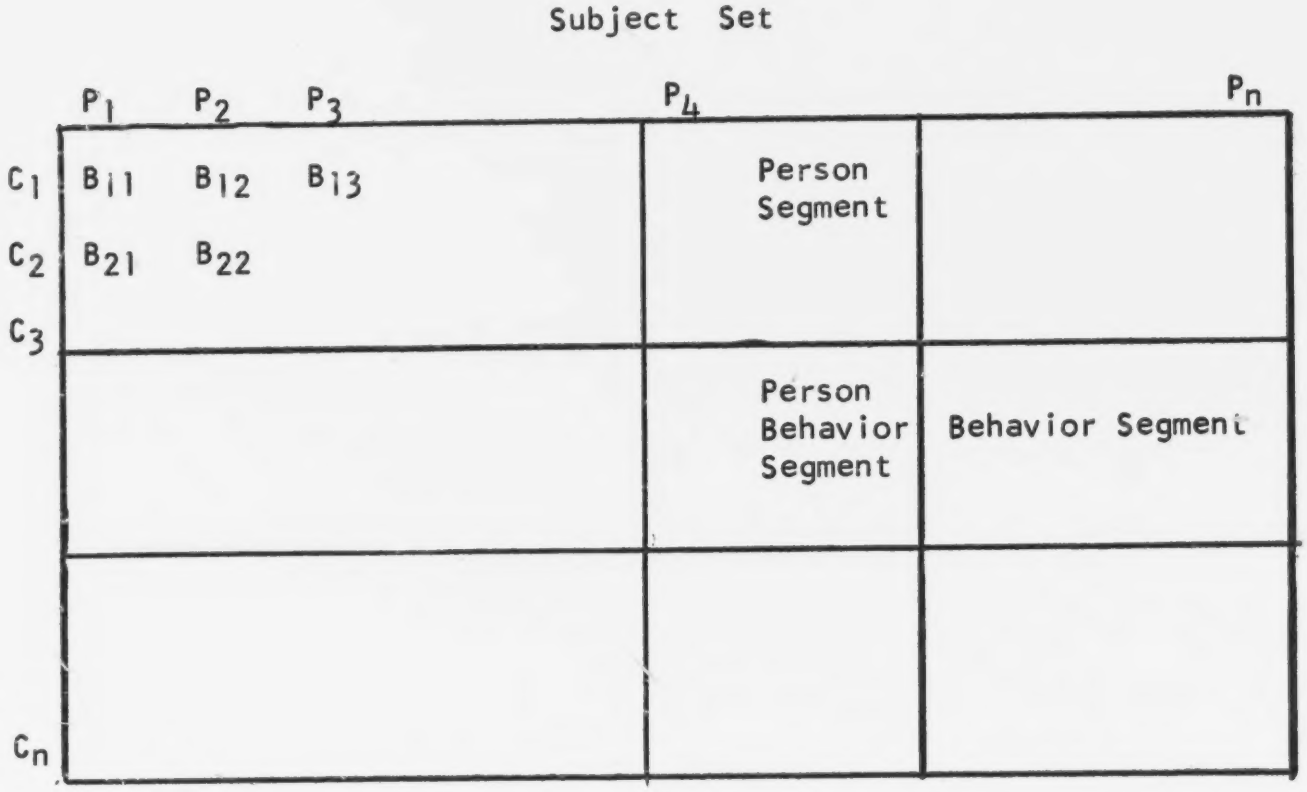

Fig. 5. Person-Behavior Matrix (Biddle and Thomas, 1966, p. 30.)

The concept role, with its many different meanings, can be referred to in a general way as the role of the Extension agent referring to the functions and relationships of the agent in the community or in the total society. Thus, the definition of the position, Extension agent, enables one to identify:

1. Certain types of persons
2. Their duties toward others in other positions
3. Their section of the task system

In discussing role definition, Wilkening (1957) refers to the expectations of Extension agents in reference to the expectations of "significant others." The significant others are those with some influence upon or relationship with persons occupying a designated position. Wilkening also refers to role behavior or role performance as what the agent does. Role definition refers primarily to what the agent feels he ought to do, and role consensus refers to the amount of agreement in the definition of the role for Extension agents. Wilkening also indicated role fulfillment refers to the extent to which an agent does what he thinks he should be doing, and role conflict refers to lack of agreement on role definition.

Thus, the role concept would appear to be a person occupying a position, whether it be professional, social, or private, attempting to determine his relationship to significant others. To operationalize this concept, the role of the Extension worker in community development is employed. The "educational" role of the Extension worker in community development has been defined by many writers. However, a definition such as Johnson's (1955) is only the first phase of role definition. Johnson describes a six point set of roles that the adult educator might play, with "intellectual leadership" a part of every role, as well as the central role itself.

1. Conceptualization--The adult educator can work with some local group and conceptualize "the community" that is to be developed. If the problem under consideration describes the geographic spread, then one can look at the different social and physical aspects that need to be related to each other in some concept of wholeness.

Johnson nominates the adult educator to see that these considerations are thought about.

2. Leadership training--This broad role should be discussed in two aspects: (a) to know where leadership training opportunities exist: and (b) to have a clear-cut concept of what "leadership" means. In this context, the adult educator must use the experiences which groups are having as a basis for training and also to train the members of the group to interpret the group's experience and suggest better ways of working. The important point here is not where the group is at any one point, but what direction it is moving.

3. Identifying problems--Identifying the real problems and not surface difficulties is of significance. Johnson argues that the adult educator needs to bring his special knowledge of the community and his conceptual framework to bear on the process.

4. Organization of educational resources--Every community has many educational resources that are seldom used. Educational resources include such things as books, films and filmstrips, recordings and other audio-visual aids, resource people, exhibits, and others. The preparation of proper materials is an essential part of any community development program, especially if prepared by a group of lay people.

5. Switchboard function--The adult educator is in a position to perform the switchboard function of putting people and agencies in touch with each other.

6. Organization of educational offerings--Some educational offerings in the form of classes, discussion groups, tours, and so forth will necessarily need to be offered directly.

If these six steps agree with the values, attitudes, and norms of the Extension agent (adult educator), then he has personally established a framework to begin his efforts. At this point, he has not reached the point of initiating a community development program. until an approach that is in agreement with the attitudes and norms of the community is determined. How he utilizes the framework can be partially answered by the person-behavior matrix (See Figure 5).

In this community development-adult educator example, the subject set from P_1, P_2, P_3 ...P_n is individual Extension agents. Since community development is a recent educational endeavor, an important behavioral class set may be symbolized by the "significant others" or sanctioning system. Figure 6 represents an example of a person-behavior matrix as described.

	Subjects (Extension Agents)										
Behavioral Set	P_1	P_2	P_3	P_4	P_5	P_6	P_7	P_8	P_9	P_{10}	P_{11}
C_1 CSU Extension Adm.	X	X	X	X				X	X	X	X
C_2 CSU Ext. Specialists					X	X	X				
C_3 Co. Wheat Growers	X	X	X	X				X	X	X	X
C_4 Co. Stockman's Assn.					X	X	X	X	X	X	X
C_5 Co. Agr. Interests	X	X	X	X				X	X	X	X
C_6 City Interests					X	X	X	X	X	X	X
	I				II			III			

Differentiated Aggregates

Fig. 6. Operational Person-Behavior Matrix

While individual Extension agents can have their own differentiated behavior definers, they are more likely to be differentiated aggregates, which relate to different groups, as shown in I, II, and III of Figure 6. Thus, Extension agents, with a community development framework and similar attitudes, values, norms, and behavior definers, would have an aggregate role definition.

From this discussion, it would appear that role defining is not just a definition in terms of a job description. Rather, role definition is a job framework which can be compared to and is in agreement with the values, attitudes, and norms of the individual in the position and significant others inside and/or outside the organization.

The change agent has the early task of defining what Merton (1957) calls the desired social and cultural behavior of the professional organization and the client system. The lack of defining the desired behavior of the client system has resulted in the fragmented approach to "helping" suggested by Frank (1961). Frank has found that in a single university, graduate and professional students being prepared in various professions are being taught different approaches to human relations. The end result is professionals going out into our communities unable to collaborate or communicate in their practice or recognize what other helpers do.

Frank uses the family as an example of a group that comes under the professional care and advice of such professionals as doctors, nurses, home economists, lawyers or judges, clergymen, teachers, bankers, Extension agents, and many other "experts." Each may give

the family its best advice, which may be conflicting, and the family is somehow supposed to resolve the discord and stay on a stable path.

It would appear to the writer that a "community" is much the same as the family. For years various "experts" have prescribed the right treatment to cure its ills. But problems persist, and in the opinion of the writer, it is time to become "people oriented" in the problem solving approach.

CHAPTER III

METHODS

The purpose of the study was to describe the client system leadership orientation expectations of Extension agents by community leaders. To obtain this description, it was necessary to develop an original instrument describing problem situations that subjects could identify with and respond to in terms of individual, group, or key person approaches to problem solutions.

Subjects

The subjects for the study were selected community leaders in Larimer, Logan, Morgan, Sedgwick, and Weld counties. The counties are located in northeastern Colorado and were designated as part of the South Platte economic development project. Thirty to fifty individuals in each county were originally chosen by the local Extension staff, on the basis of expressed interest or recognized leadership ability, to attend a series of four "Speak Out" meetings held by the Colorado State University specialists during the winter of 1966.

The "Speak Out" meeting series was held in each county to acquaint participants with the community development social action process. The anticipated result was the formation of local action committees that could work with public agencies, including Colorado State University, in community development efforts.

The subjects selected for the study were those participants who attended one or more of the "Speak Out" meetings. One hundred ninety men and women were included in the field survey.

Development of the Instrument

Since the study was concerned with client system leadership orientation for the Extension agent, it was necessary to construct a new scale. Validity appeared to be a primary problem in the construction process. Kerlinger (1967) discusses this aspect at length and suggests that in constructing an instrument, a procedure must be followed which maximizes the validity of the items and consequently of the scales.

The 12 items contained in the questionnaire (See Appendix A) were categorized into two problem areas: Questions 1, 3, 5, 7, 8, and 10 dealt with individual problem situations; Questions 2, 4, 6, 9, 11, and 12 required community or group action for their solution. A panel of six Extension agents, enrolled in Extension Education at Colorado State University, was used to validate the individual and group problem situations. Each panel member was shown the questions and asked to rate them as individual or group problem situations. There was complete agreement of the six panel members on the individual and group problem situation division which coincided with the writer's breakdown. Thus, the panel results support the validity of the two category breakdown.

Second phase of instrument construction was to determine client system orientation for the solution of the given problems. The

three solution alternatives offered for respondent ranking were: (1) Extension agent individual help through office calls, telephone calls, or farm and home visits, (2) group help through general meetings or whole organization committee meetings, and (3) training or working with key people who in turn work with the client system as a whole. Key people are persons that influence others by virtue of their occupation (chemical dealers) and/or by virtue of earned respect in the community. Rogers and Shoemaker (1968) suggest that people in the community, from whom others seek information and advice, are termed "opinion leaders." Thus, many of the key people in this study were selected as "opinion leaders."

To categorize and validate the scale for these solution alternatives, the same panel of six judges was employed. The judges were individually shown the three alternatives and asked to rate them as individual, group, or key person approaches to individual and group problem solutions. Again the panel had no trouble with this categorizing, as 100 percent made the three distinctions which coincided with the writer's breakdown. Thus, the panel results supported the validity of the three problem solution alternative breakdown.

The instrument also provided respondent information relating to age, sex, education, occupation, county, place of residence (town, farm, or other), and degree of acquaintance with the Extension staff in the county. Respondents also were provided an opportunity to suggest other methods the Extension agent might use to provide information for solution to problems.

Procedure

The 190 respondents were mailed the questionnaire under a cover letter (See Appendix B-1) signed by the Community Education specialist at Colorado State University. The Community Education specialist had worked with the group during the "Speak Out" series of meetings, and it was felt that his acquaintance would improve the response. A stamped, self-addressed envelope returned the questionnaire to the Community Education specialist.

The first follow-up letter (See Appendix B-2), reminding the respondents that the questionnaire had not been returned, was sent two weeks after the initial mailing. The second and final follow-up letter (See Appendix B-3) was sent ten days after the first follow-up and included a reminder, a second questionnaire, and a return envelope.

Data Analysis

Since the study considered both individual and group problem situations, the first analysis task was to group the related questions into these two categories...Within each problem category, three solution approach alternatives--individual, group, or key person--were offered. Since each solution approach could be accorded a first, second, or third choice ranking by the respondents, it was necessary to total the rankings for each problem situation. The individual, group, or key person raw score rankings were then re-ranked on the basis of the sum of the ranks. Thus, the lowest score was reranked one and the highest score reranked three.

Following this reranking, each respondent had a rank score for each of the six partitions, shown in Figure 7. The individual

rankings could range from one to three which results in a range for the 154 respondents from 154 to 462.

Problem Situations	Solution Approaches		
	Individual	Group	Key Person
Individual			
Group			

Fig. 7. Diagram of Possible Respondent Rankings

The Friedman two-way analysis of variance by ranks was employed to determine if there were significant differences among solution approaches for both individual and group problem situations (Siegel, 1956). For the Friedman test, the data were cast in a two-way table having N rows and K columns or conditions. The rows represent the subjects and the columns represent the individual, group, and key person solution approaches.

For analysis, the respondents rankings by column were totalled for each of the three conditions, with the individual and group problem situations analyzed separately. Once the rankings were totalled, the following two-way analysis of variance by ranks formula was applied to the data:

$$\chi_r^2 = \frac{12}{Nk(k+1)} \sum_{j=1}^{k} (Rj)^2 - 3N(k+1)$$

where N = number of rows

k = number of columns

Rj = sum of ranks in jth column

$\sum_{j=1}^{k}$ directs one to sum the squares of the sums of ranks over all k conditions

CHAPTER IV

RESULTS

Respondent Characteristics

The group of respondents selected for the study totaled 190 men and women from a five-county area in northeastern Colorado. The respondents were community leaders selected to attend a "Speak Out" series of meetings held by Colorado State University in 1966. The respondents were mailed a questionnaire designed to obtain information from them on their leadership role expectations for the Extension agent. One hundred fifty-four returned properly completed questionnaires for an 81 percent return. Five other questionnaires were also returned, but were not completed and were discarded.

Respondents were asked to indicate their education, occupation, age, place of residence, and how well they were acquainted with the county Extension staff. Table 2 contains the percentage of male and female respondents in the five personal categories.

The respondent group had a relatively high educational level, 56 percent having some training beyond high school and 37 percent having four years or more of college. Occupationally, the proportion of farmers, business managers, and professional workers was about equal with the three categories comprising 72.9 percent of the total. Nearly 83 percent were between 35 and 64 years of age, with a group mean of 49 years. Nearly three-fourths of the group resided in town

Table 2

Percent of Male and Female Respondents
in Five Personal Categories

Personal Categories	(N = 108) Males %	(N = 46) Females %	(N = 154) Total %
Educational Level (Group mean--13.8 years)			
Less than High School	10.2	13.0	11.1
High School	37.9	19.6	32.5
Less than 4 yrs. College	14.8	30.4	19.4
Four yrs. College	21.3	17.4	20.1
More than 4 yrs. College	15.8	19.6	16.9
Occupation			
Unskilled worker	0.0	2.2	.6
Skilled worker	.9	0.0	.6
Clerical worker	.9	4.3	1.9
Farmer or Rancher	35.2	0.0	24.7
Business manager	32.4	4.3	24.1
Professional	24.1	24.0	24.1
Housewife	0.0	63.0	18.8
Sales worker	6.5	2.2	5.2
Age (Group mean--49 years)			
25-34	5.6	13.0	7.9
35-44	32.4	32.6	32.5
45-54	32.4	24.0	29.9
55-64	23.1	13.0	20.1
65-74	6.5	13.0	8.4
75-84	0.0	2.2	.6
85-94	0.0	2.2	.6
Place of Residence			
Town (Including suburbs)	71.3	73.9	72.1
Farm or Ranch	28.7	26.1	27.9
Agent Acquaintance			
Very well	21.3	21.7	21.4
Fairly well	22.2	19.6	21.4
About average	22.2	26.1	23.5
Not so well	21.3	26.1	22.7
Not at all	13.0	6.5	11.0

and the responses in the agent acquaintance categories were almost equal except for those not acquainted with the county staff, which was low with 11.0 percent.

A respondent breakdown by county is shown in Table 3.

Table 3

Respondent Group by County

County	Mean Age (Years)	Mean Educ. (Years)	No. of Men	No. of Women	Mean Agent Acquaintance[a]
Larimer	48.5	15.4	27	14	2.88
Morgan	55.4	13.2	21	1	1.86
Logan	48.5	14.0	17	4	2.14
Weld	55.5	13.7	13	0	3.54
Sedgwick	47.1	11.9	30	27	3.15

[a] 1= High, 3 = Average, and 5 = Low agent acquaintance

Tests of Hypotheses

In organizing the study, individual and group problem situations were developed in the questionnaire. Within each problem category, three solution approach alternatives--individual, group, or key person--were offered.

The two hypotheses set forth in the study stated that clients' individual problem solving expectations were not significantly more individual, group, or key person oriented. Secondly, clients' group problem solving expectations were not significantly more individual, group, or key person oriented.

To test the hypotheses, the Friedman two-way analysis of variance by ranks was employed to determine if there was a significant difference among solution approaches for both individual and group problem situations. To apply the Friedman test, it was necessary to cast the data in a two-way table with the respondent ranking scores on each row. The specific ranking scores were recorded for the individual, group, or key person solution approaches for both individual and group problem situations (See Appendix C). The respondent ranking scores of first, second, and third for each of the solution alternatives were totaled, which results in the low total being first choice for the group. The raw total ranking scores for the individual problem situation solution alternatives, as shown in Table 4, were utilized in the Friedman test formula. All tables in the results chapter follow this raw total ranking format for the solution approaches. The range for the raw score ranking was 154 to 462.

Table 4

Clients' Individual and Group Problem Solving Expectations

Problem Situations	N	Solution Approaches			Friedman Test Score
		Individual	Group	Key Person	
Individual	154	319	263.0	342.0	23.3***
Group	154	436	279.5	208.5	178.0***

***Significant at the .001 level of confidence

The ranking data totals for the three solution approaches for the individual and group problem situations are shown in Table 4. There was a significant difference among solution approaches for both individual and group problem situations at .001 level of confidence. Thus, null hypotheses 1 and 2 stated in the study were rejected. Respondents offered individual problems rated the group solution approach first, individual solution approach second, and key person solution approach third. However, respondent evaluation of group problems indicated a stronger preference for the key person approach since there was more spread among the scores.

Other Findings

The data were analyzed further to determine whether age, sex, occupation, level of education, and degree of acquaintance with the county Extension staff were correlated with respondents' leadership expectations. The results of the personal factor analysis are presented in individual and group problem sections because of the difference in the results.

Individual Problem Situation Analysis

Respondents were separated into three age categories which closely resemble human development groupings. Results are summarized in Table 5.

Table 5

Clients' Individual Problem Solving Expectations by Age

Age	N	Solution Approaches			Friedman Test Score
		Individual	Group	Key Person	
25-40	37	70	66.0	86.0	5.6
41-58	87	182	147.5	192.5	13.2***
59 & over	30	67	49.5	63.5	5.4

***Significant at the .001 level of confidence

A significant difference among problem solution approaches was found in the 41-58 age category. The 41-58 age group selected the group approach at the .001 level, with the individual approach second, followed closely by the key person approach. Members of the younger age category followed the same general trend but not at a significant level. Even though younger respondents selected the group approach, their second choice appeared to be the individual approach, while the highest age group indicated a key person approach tendency. The solution approach selection for the highest age group also was not significant but ranked the group approach first. However, younger respondents tended to select the key person second, followed by the individual approaches.

The second factor, sex, was analyzed to determine if there were significant differences among solution approaches in individual or group problems. Results of the individual problem analysis are found in Table 6.

Table 6

Clients' Individual Problem Solving Expectations by Sex

Sex	N	Solution Approaches			Friedman Test Score
		Individual	Group	Key Person	
Male	108	220	184.5	243.5	22.1***
Female	46	99	78.5	98.5	4.9

*** Significant at the .001 level of confidence

Male respondents' selection of the group approach when offered individual problems was significant at the .001 level. Although not at a significant level, women also followed the group selection trend of men with the individual and key person approaches equally ranked.

The third analysis was of the occupational breakdown termed farm and non-farm. This occupational separation was made to determine if there were any significant differences in expectations between farm and non-farm people when traditional and more recent Extension program areas of emphasis were considered. More traditional or individual problems are considered in Table 7.

Table 7

Clients' Individual Problem Solving Expectations
by Farm and Non-Farm Occupations

Occupation	N	Solution Approach			Friedman Test Score
		Individual	Group	Key Person	
Farm	49	88	85	121	16.0***
Non-farm	105	231	178	221	11.9**

**Significant at the .01 level of confidence
***Significant at the .001 level of confidence

A significant test score was obtained for both the farm and non-farm occupational breakdown. The first choice of the farm group, however, was not definite as the individual approach trails the group approach by three points. The first choice in the non-farm category was the group approach, but there was little spread in the scores between the second ranked key person approach and third ranked individual approach.

Since there was considerable spread in the educational level of the respondents, an analysis was made to determine if amount of education had any influence on respondent problem solving expectations. Five educational categories were selected, as shown in Table 8.

There was a significant difference among individual problem solving solutions in only two educational categories. Respondents with a high school degree and those with four years of college selected the group approach as first choice, the individual approach second, and the key person approach third. In the other three

Table 8

Clients' Individual Problem Solving Expectations by Education

Educational Level	N	Solution Approaches			Friedman Test Score
		Individual	Group	Key Person	
Less than High School	17	35.5	27.5	39.0	4.0
High School	50	103.0	82.5	114.5	10.5**
Less than 4 yrs. College	30	59.0	56.5	64.5	.75
Four yrs. College	31	60.5	49.0	76.5	11.6**
More than 4 yrs. College	26	61.0	47.5	47.5	5.0

**Significant at the .01 level of confidence

educational categories, there was no significant difference among the three individual problem solution approaches even though the group approach was ranked first, followed by group and key person approaches. Respondents with less than a high school education had a tendency toward the individual approach, while those with more than four years of college indicated more of a key person tendency.

Respondents were also asked to indicate how well they thought they were acquainted with the county Extension staff. The writer felt that the degree to which clients were acquainted with the local staff would have some effect on clients' problem solving expectations. Agent acquaintance was categorized as high, average, and low, with their individual problem solving expectations found in Table 9.

Respondents with an average self-rated Extension agent acquaintance selected the group approach at the .01 level of confidence. The

Table 9

Clients' Individual Problem Solving Expectations by Agent Acquaintance

Agent Acquaintance	N	Solution Approaches			Friedman Test Score
		Individual	Group	Key Person	
High	66	133.5	118.5	144	7.5*
Average	36	77.5	57.5	81	9.3**
Low	52	108.0	87.0	117	8.1*

*Significant at the .05 level of confidence
**Significant at the .01 level of confidence

high and low categories also ranked the group approach first, but at the .05 level. All categories rated the individual approach second, followed by the key person approach.

Group Problem Situation Analysis

The five personal factors of age, sex, occupation, educational level, and degree of acquaintance with the Extension staff were analyzed under group problem situations. The analysis revealed some variation among the spread of the scores; however, all categories for the five factors selected the key person approach at a highly significant level. The Friedman test scores in each category far exceeded the .001 level except for the educational category of less than high school. Thus, the analysis suggests that the respondents so strongly ranked the key person approach to group problem

solving that personal factors had no effect. The results are summarized in Table 10.

Table 10

Clients' Group Problem Solving Expectations in Five Personal Factor Categories

Personal Categories	N	Solution Approaches: Individual	Group	Key Person	Friedman Test Score
Age					
25-40	37	103.5	72.0	46.5	43.5***
41-58	87	248.0	150.5	123.5	99.2***
59 & over	30	84.5	57.0	38.5	35.3***
Sex					
Male	108	305.0	187.0	156.0	120.6***
Female	46	131.0	92.5	52.5	65.8***
Occupation					
Farm	49	140.0	79.5	74.5	53.9***
Non-farm	105	296.0	200.0	134.0	122.9***
Educational Level					
Less than High School	17	47.5	29.5	25.0	16.6***
High School	50	143.5	81.5	75.0	57.2***
Less than 4 yrs. College	30	84.5	58.5	37.0	37.3***
Four yrs. College	31	88.0	59.5	38.5	39.1***
More than 4 yrs. College	26	72.5	50.5	33.0	30.5***
Agent Acquaintance					
High	66	191.0	118.0	87.0	89.2***
Average	36	97.5	70.0	48.5	33.9***
Low	52	147.5	91.5	73.0	56.8***
Total Group[a]	154	436.0	279.5	208.5	178.0***

***Significant at the .001 level of confidence
[a]From table 4, page 37

Respondents were also provided an opportunity to suggest ways the Extension agent could work with or provide information to county people. Some 30 percent indicated the mass media channels of radio, television, and newspapers could be more widely used.

Summary

The respondents studied can best be characterized as being quite highly educated, about 49 years old, and in the farmer, business manager, and professional occupational categories. Nearly three-fourths lived in town, two-thirds were men, with an average acquaintance with the Extension staff.

The two hypotheses that there would be no significant difference among solutions to individual and group problem situations were not accepted. Clients selected the group approach when individual problems were offered and the key person approach when group problems were considered. Both were significant at the .001 level of confidence.

The data were further analyzed to determine whether age, sex, occupation, level of education, and degree of acquaintance with the Extension staff had any effect on respondents' leadership expectations.

When individual problems were considered, all categories in the five personal factors ranked the group approach first. There was some shifting in the second and third rankings, however.

When group problems were offered, the same pattern was observed for all five personal categories. The key person approach was ranked first, followed by group and individual approaches respectively.

CHAPTER V

DISCUSSION AND SUMMARY

The present study was based upon the responses of 154 questionnaires that were returned from a total of 190 originally mailed. The purpose of the study was to test the theoretical formulation that determining client system leadership expectations is an important dimension to measure for role determination. To determine client system expectations, two problem situations were set up in the questionnaire that were termed individual and group. Within each problem situation, it was possible to select an individual, group, or key person approach to the problem solution. The Friedman two-way analysis of variance was used to determine if there was any significant difference among the solution alternatives for both individual and group problems. A panel of six judges was used to validate the two problem situations and three solution approaches for each problem situation.

The study resulted in a rejection of the two null hypotheses which stated that there was no significant difference among solution alternatives for both individual and group problems. Respondents selected the group approach for individual problem solving, while the key person approach was selected for group problem solving.

Even though the respondents indicated a strong preference for their individual and group problem solving expectations, the data

were further analyzed in five related personal categories. The respondents' responses in terms of age, sex, farm and non-farm occupational categories, level of education, and degree of agent acquaintance were analyzed in an attempt to describe how they correlate with leaders' expectations.

The principal findings for the five factors as listed suggest that younger people prefer the more direct Extension educational means for individual and group problem solving. The 25-40 year age group rejected the key person approach, but did not choose a clear first choice among the individual and group problem solving approaches. On the other hand, the older group (59 and over) selected the group approach first and key person second. Thus, the tendency was for younger persons to be inclined toward more individual help, while older persons displayed less dependence on others by selecting the key person approach. Since both younger and older persons were selected as community leaders, the age results may be suggesting the growth of leadership described by Smith and McKinley (1955). They described leadership growth as a process where the individual gets outside himself, first in small local groups, then into larger areas including the community. The individual or client system process of "getting outside themselves" may appear to fit group problems more closely than individual problems. However, Lippitt, Watson, and Westley (1958) point out that the dependency relationship overlaps between individual and group activities. An individual needs the group experience to create more independence. Since younger respondents have less opportunity for group activity,

their more dependent response in this study, when compared to the older group, could be predicted.

No empirical evidence was found to suggest a difference in leadership expectations between men and women. It should be noted, however, that even though both men and women ranked the group approach to individual problem situations first, women showed a stronger key person tendency. Women ranked the key person approach proportionately higher than did men, even though women failed to make a preferred ranking at a significant level among the three alternatives.

The farm and non-farm occupational breakdown was made to see if farmers, with whom the Extension agent has principally worked, held leadership expectations different than the non-farm group. The farm resident response tended to lean toward the group and individual solution approach for individual problem solving, while the non-farm response was toward the group and key person approach. The response from both the farm and non-farm respondents could reflect their expectations, but it could also reflect the educational approach they are accustomed to. Farm people have specialized problems that require information that is adapted to the problem. With more experience and training, their ability to adapt information to their specific problems will increase and one might predict a future shift away from the individual approach. On the other hand, non-farm people are usually involved in more group activities and have probably held leadership positions in them. Thus, non-farm people may also be

responding from a framework they are used to rather than giving their expectations.

The five educational categories studied provided a confusing response pattern when individual problems were offered. Generally those with the least education had a tendency to select the group and individual approach, while the highest educational category was group and key person oriented. The data may be suggesting that as the educational level increases, people have more exposure to other information sources, more self-acquired knowledge, or greater confidence that the "key person," such as the chemical dealer, is a reliable source of information.

The final factor considered was the degree to which the people felt they were acquainted with the Extension staff. The factor was included because it was felt that persons better acquainted with the Extension staff would be either more demanding of agent's time or more understanding of agents trying to be "all things to all people." The results indicate that well acquainted people were neither more demanding nor understanding of the Extension agents selection of areas for program emphasis. There was no significant difference in the agent acquaintance categories as all ranked the group approach first, individual approach second, and key person approach third.

Probably the most surprising aspect of the study was that when group problem situations were offered, respondents from all categories ranked the key person approach first at a level of significance that far exceeded .001. The strong key person ranking suggests that as

a group, the respondents have arrived at the community level of operation described by Smith and McKinley (1955). Thus, when an Extension agent is attempting to identify his reference groups for community development role definition, he should identify what Powers (1966) terms action people. The writer suggests that because of their strong key person orientation, the respondents would offer strong community development leadership. The community development role expectation they have described for the Extension agent is one of consultant. Koch's (1967) description of a consultant as one who transfers knowledge and talents to others for their use in self-diagnosis would fit the key person context of this study.

While the data that had been collected and analyzed for the study have many implications, there are some research limitations that should be noted. The principal shortcoming that can be pointed out pertains to the respondent group studied. The respondents were not representative of all people in the area in which they reside. They were selected to attend the "Speak Out" meetings because of their interest in community development. Since they were sufficiently interested in their community to attend the meetings, one might assume that the "Speak Out" meetings themselves gave them still greater insight into the social action process. Thus, to generalize the results of this study to the general population is not possible.

A second limitation that can be considered was the design of the study. While panel members had no difficulty in distinguishing between the individual and group problem situations as well as the three solution alternatives for each, they were not asked to evaluate

content of the questions. Thus, the extent to which the questions posed were relevant to the purposes of the study may be questioned. In utilizing the questionnaire developed by the writer, the assumption was that the questions or problems offered were of a nature that respondents were acquainted with and could respond to in terms of suggesting solutions.

Third, the study group may not be responding in terms of their expectations, but rather in terms of past experience. Extension agents who tend to provide individual service could expect a dependency response from their client system with the reverse also possible. Hurd (1965) suggested that "one should not go into a profession because he 'wants to help people' (p. 134)," as this approach is likely to stand in the way of being objective. The proper approach which would create the least dependency is to look not only at the individual problem but the surrounding causes and effects. The end result is doing things for people, but not in an ego involved manner.

The theoretical perspective for the present study implies that an Extension educational program can originate from the client system, Extension agent, or Extension administration. To be effective, however, the program must be consistent with the attitudes, norms, and values of all three. Thus, it is important that the Extension agent, as the link between the professional system and the client system, be able to adequately determine expectations of both.

Griffith's (1961) client system study cited in the literature indicated that the Extension agent was viewed as a "service" worker rather than an educational leader. If "service" work is defined as

working with people's individual problems then this study may be a welcome relief for the Extension agent with an educational orientation. If clients are responding on the basis of past experience, then the task of Extension agents is not to ignore individual client requests, but rather to provide increased group and key person educational opportunities for the clients. Client system leadership included in the present study appears to be receptive to a move away from the "service" or individual approach.

Since respondents selected the group approach to solving individual problems, the Extension agent's professional training is being challenged. Some of the community leaders from the counties studied seem to be saying, "through group action, give us basic information which we can use to make individual problem solving decisions." Since people have less and less time for more and more meetings, meeting topics and content must be pertinent to people's current problems.

The study also revealed that Extension personnel should consider more use of mass media in educational efforts, especially when community leaders who typically have more exposure need to be reached. Nearly 30 percent of the respondents felt more mass media of radio, T V, and newspapers should be used.

When the new Extension program area of community development (previously referred to as group problem situations) was considered, the respondents strongly favored the key person approach. For the Extension agent, these results also offer a unique educational opportunity. Since county Extension program schedules are already full, the recent community development program has received little

emphasis. However, Extension may have viewed the community development role as being action oriented, while the community leaders in the present study suggests the role is a consulting one. Thus, Extension agents should be less ego-involved in their relationship with a community's development efforts. Rather, they should relate their knowledge to the needs of the people and transfer the necessary knowledge and leadership skill to the people to enable them to deal with their own problems.

It should again be noted that the group studied more closely resemble opinion leaders than the client system itself. Thus, the results should not be generalized to the client system. A future investigation might compare the results of the present study to the responses of a random sample of the entire population residing in the counties.

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APPENDIX

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APPENDIX A

Questionnaire

Schedule No._____

CITIZEN RESPONSE SHEETS

SECTION I. Background Information:

1. What was your age on your last birthday?_____

2. Sex: Male_____ Female_____

3. What is the highest school grade you have completed? (Circle one)

   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 and over

4. What is your occupation?_____

   Describe_____

   _____

5. Where do you live?

   On a farm_____ In town_____ Other_____

6. In what county do you live?_____

SECTION II. Problem Alternative Solutions

The questions you are asked concern your opinion on how you would like an extension agent to provide solutions to the problems presented.

Assume you have need for information to solve the problems listed on the next three pages. Each problem has three suggestion solutions. Assume in all cases that they are recurring problems, but none are in the "critical" stage. Of course, there are no right answers--your opinion is the important factor. Please rank each of the three suggested solutions in order of importance to you. (1=most important, 2=next important, 3=least important)

If you would like to offer other alternatives, space is provided at the end of the questionnaire.

1. Your area may be faced with an insect infestation during the summer of 1968. You and other individual flower raisers, crop producers or livestock producers, would expect an extension agent to:

(PLEASE RANK ACCORDING TO YOUR OPINION
1=1st Choice, 2=2nd Choice, 3=3rd Choice)

_____Personally recommend solutions to insect problems according to your specific need.

_____Hold an informational meeting so others with similar problems can also get help.

_____Provide information to local chemical dealers so they can advise you in purchasing decisions.

---

2. As a member of a committee working on a community project such as an "economic base study," you need background information about your area. Would you expect an extension agent to:

(PLEASE RANK ACCORDING TO YOUR OPINION
1=1st Choice, 2=2nd Choice, 3=3rd Choice)

_____Suggest sources of information and facts which key members of the committee could tap if appropriate.

_____Assist the committee as a group in finding the facts and figures.

_____Gather and present the facts and figures for the committee.

---

3. You need information on recommended varieties of field crops, flowers, or garden vegetables during the coming growing season. Would you expect an extension agent to:

_____Provide the variety information and make recommendations on an individual basis.

_____Conduct meetings or publish pertinent information concerning timely recommendations.

_____Provide the information to local seed outlets so they could make appropriate recommendations to you.

---

4. Assume your community's development committee is just getting started with a comprehensive effort to identify community problems and opportunities. Would you expect an extension agent to:

_____Provide some guidelines for key committee members so they and the committee as a whole can begin problem identification.

_____Help the committee identify the problems.

_____Provide his identification of community problems based on his "over-view" of the community.

5. Last year you noticed possible nutrient deficiency in your lawn or crops. To help you determine whether you need fertilizer this year, you would expect an extension agent to:

_____Take a look at growth symptoms and recommend specific solutions to your problems if they reoccur.

_____Use group oriented methods (newspaper, meetings, etc.) so others with similar problems can obtain information.

_____Provide information to local fertilizer outlets so they can make appropriate suggestions to customers.

---

6. An organization you belong to often needs things such as speakers, books, films and other resource materials. Would you as a member of the organization expect an extension agent to:

_____Determine the appropriate program and speaker.

_____Work with the organization in selecting speakers and preparing materials.

_____Acquaint the program committee with available speakers and materials for their use in program selection.

---

7. Assume you are a 4-H Club Adult Leader and are in need of additional specific project information. Would you expect an extension agent to:

_____Train selected key project leaders who can then offer you help on an individual basis.

_____Provide help and material through group leader training meetings.

_____Meet with you personally to provide necessary materials and assistance.

---

8. Assume you are building a home and desire landscaping assistance. Would you expect an Extension agent to:

_____Formulate plans which fit the requirements of your situation.

_____Hold a meeting so you and other homeowners can gain assistance and share ideas.

_____Provide information to local nurserymen or others so they can recommend landscaping alternatives.

9. Assume your community has identified a problem such as the need for school district reorganization. An action committee is being set up to start work on the solution. Would you expect an extension agent to:

_____Work with the key committee chairman of the action committee.

_____Coordinate the efforts of the action committee.

_____Begin gathering the facts needed by the action committee.

---

10. You are planning a major remodeling job on your home, including purchase of new furnishings. Would you expect an extension agent to:

_____Furnish you with plans and layouts.

_____Hold information meetings concerning general remodeling and furnishing ideas.

_____Work primarily through commercial home builders and furniture and appliance dealers so they could make appropriate recommendations for your needs.

---

11. Assume that several cars of grain produced in your area were seized by the Federal Food and Drug Administration for being contaminated. Would you expect an extension agent to:

_____Work principally with grain elevator managers, seed chemical dealers, and grain commodity groups to solve the problem.

_____Hold general informational meetings concerning problems of grain contamination and their solution.

_____Track down the source of contamination and work with the individuals involved.

---

12. Assume that studies have indicated that water pollution could lead to health problems in your county. As a result, your county has decided to organize a pollution control board. Would you expect an extension agent to:

_____Serve as secretary of the control board.

_____Act as a consultant to the board.

_____Work principally with health and water officials on public information about the problem.

SECTION III.

1. The questions you have been asked provide you with three alternative methods for an extension agent to provide information to you. What other ways do you think the extension agent could provide information to you?

_____

_____

_____

_____

2. How well acquainted are you with the extension staff in your county? (Check one)

Very well_____

Fairly well_____

About average_____

Not so well_____

Not at all_____

Thank you for completing this questionnaire. Please use the enclosed, self-addressed envelope for returning it to Ken Oakleaf.

APPENDIX B

Questionnaire Cover Letter and
Follow-up Letter

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

EXTENSION AND UNIVERSITY SERVICES
OFFICE OF THE DIRECTOR

Enclosed in this packet of informational materials is a questionnaire which seeks your opinion as a citizen with demonstrated interest in community social and economic development.

The purpose of the questionnaire is to begin assembling information which will help direct University resources toward opportunities for total resource development in your area. The questions focus on possible University extension field office activities in a variety of "response" situations. About 200 SPEAK OUT seminar participants are being asked to respond.

The information will be used:

1. As guidelines for community service proposals being prepared by CSU to present to the Colorado Commission on Higher Education. The proposals will suggest action programs for the region funded cooperatively by the university and the Higher Education Act.

2. As a source of citizen feedback for University field offices for use in planning county educational efforts.

3. To compile a summary of results which will be returned to you so you can compare your opinions with those of other SPEAK OUT participants in northeastern Colorado.

The questionnaire has been reduced to a dozen questions and it takes just a few minutes to complete. A stamped return address envelope has been enclosed for your convenience. Your response will be appreciated -- and naturally your opinions will be regarded confidential. A summary of citizen responses from over the area will be sent to you about mid-April.

* * * * * * * * * * * * * * * * * *

The enclosed copy of SOCIO-ECONOMIC INDICATORS is a recent revision of the original publication you received during the SPEAK OUT seminars. It

contains some additional information we think you will find useful.

Finally, a copy of NEW FACETS is enclosed to outline emerging programs being developed through the CSU Office of Continuing Education. This report re-emphasizes the University's deep commitment to the land-grant system's philosophy and acceptance of a responsibility for aiding Coloradoans in social and economic decision making. If you would like further information about a particular program outlined in the publication just jot a note on the final page of your questionnaire and we will be happy to respond.

Thank you for your continuing interest in community development activities.

Sincerely,

S. Kenneth Oakleaf
Community Education Specialist

Encl.

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

EXTENSION AND UNIVERSITY SERVICES
OFFICE OF THE DIRECTOR

March 20, 1968

The response to the opinion sheet we mailed to "Speak Out" seminar participants in the South Platte Valley has been excellent. But, we need your opinions to insure we have an accurate reading of citizen response to University educational activities. If the questionnaire which was sent you has been lost or misplaced, please contact me and I will gladly provide another.

Your assistance is of great value as no one else can provide the information. Thank you for your help.

Sincerely,

S. Kenneth Oakleaf
Community Education Specialist

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

EXTENSION AND UNIVERSITY SERVICES
OFFICE OF THE DIRECTOR

The return of the opinion sheet mailed to Speak Out seminar participants in the South Platte Valley has been excellent. Only a few remain to be returned.

I would like to emphasize that the information you can give us has great importance and value.

In case yours was misplaced, I am enclosing another questionnaire and a stamped, self-addressed envelope. If you would please complete and return it at your earliest convenience, I would greatly appreciate it.

Thank you for your special help.

Sincerely,

S. Kenneth Oakleaf
Community Education Specialist

Encl.

P. S. If you have already returned your questionnaire, our letters must have crossed in the mail, so please disregard this notice.

ERIC Clearinghouse
NOV6 1968
on Adult Education